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AUTHOR Hiemstra, Roger P.
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ABSTRACT To aid those concerned with community education, this
82-citation bibliography cites books, articles, and periodicals.
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COMMUNITY EDUCATION:
A BIBLIOGRAPHY

Department of Adult and Continuing Education
University of Nebraska
Lincoln, Nebraska

Roger Hiemstra
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COMMUNITY EDUCATION: AN IMPERATIVE FOR OUR TIMES

Introduction

The increasing complexity of society is a reality sensed by most citizens of this country. Our institutions are becoming increasingly bureaucratic and the individual search for identity or response within the milieu often manifests itself in disorder, rebellion, rising crime rates, and other forms of frustration.

The ability of the American people to live and work together in self-government is not keeping pace with the demands of today's complex and increasingly troubled society. We are losing ground because in the past we have too often failed to measure up to our democratic ideals, and in the present we have failed to develop an even stronger sense of community and cooperation between all segments of society.¹

Within the troubled setting described above lies today's problem-plagued educational system. Inadequate financing, teacher-administrator strife, diminishing employer demands for teachers, and unpopular federal laws and legislation are to name but a few troublesome situations. At the local community level, for example, enumerable decisions affecting education must be made regularly by various public and private officials. In the aggregate, these decisions have a tremendous impact. Yet, such decisions are often based on a lack of detailed information. This absence of data is compounded by community fragmentation, improper coordination and communication between various organizations, and inadequately trained local leadership.

¹ WINGSPREAD Conference, Arthur S. Flemming, Chairman, "Education of Adults for Social Responsibility: Imperatives for Action," Racine, Wisc., November 13-15, 1969, p. 1. (Mimeographed.)

There are two major approaches to meeting the various deficiencies that might exist in a community-wide educational system. "The first is to change and improve the present system....The second...is to design new and relevant systems of education."² Whether it is considered an improvement in the present system or a new system altogether, the community education movement can provide the changes required for local educational adequacy:

1. Community education should fulfill a need felt by the participants;
2. community education should fulfill a need recognized by society;
3. community education should fulfill a gap in knowledge not otherwise supplied;
4. community education should help people to help themselves; and
5. community education should be based on an experimental attitude.³

Community education can mean different things to different people. It can be the community school, community development, or community councils. It can be educational television, adult education or block clubs. Or, it can be some combination of any of these. The point to be made is that the school, the home, and the community can and must be placed into a harmonious configuration. The total gestalt of a community can be found and utilized to the betterment of all.

²Mario D. Fantini and Milton A. Young, Designing Education for Tomorrow's Cities. (New York: Holt, Rinehart and Winston, Inc., 1970), p. 1.

³Donald R. Fessler, et al., Community Education: An Approach to Urban Problems, Circular 1059 (Blacksburg, Virginia: Cooperative Extension Service, Virginia Polytechnic Institute, 1968), p. 4.

It is to this end that this bibliography was developed. Whether you are a student of community education or a citizen interested in finding ways to better understand your community's potential, the references following will give you clues to explore, case studies to emulate, and thoughts over which to ponder. Good luck in your pursuits!

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